

HOMELAND PARK ELEMENTARY

3519 Wilmont Street
Anderson, South Carolina 29624

GRADES K-5 Elementary School

ENROLLMENT 347 Students

PRINCIPAL Mike Ruthsatz 864-260-5125

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	27	53	12	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Below Average	N/A
2003	Average	Unsatisfactory	Yes
2004	Good	Good	Yes

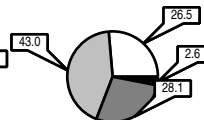
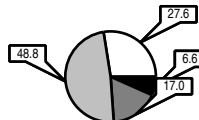
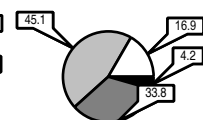
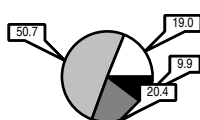
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	164	98.8	15.7	45.7	34.3	4.3	45.7	Yes	Yes
Gender									
Male	91	98.9	19.2	52.1	27.4	1.4	37.0		
Female	73	98.6	11.9	38.8	41.8	7.5	55.2		
Racial/Ethnic Group									
White	113	100.0	15.8	43.6	34.7	5.9	49.5	Yes	Yes
African-American	45	100.0	16.2	51.4	32.4	0.0	32.4	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	124	98.4	13.9	43.5	37.0	5.6	53.7		
Disabled	40	100.0	21.9	53.1	25.0	0.0	18.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	164	98.8	15.7	45.7	34.3	4.3	45.7		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	159	100.0	15.8	45.3	34.5	4.3	45.3		
Socio-Economic Status									
Subsidized meals	118	98.3	16.0	49.0	33.0	2.0	41.0	Yes	Yes
Full-pay meals	46	100.0	15.0	37.5	37.5	10.0	57.5		

Mathematics - State Performance Objective = 15.5%									
All Students	164	100.0	19.0	50.7	20.4	9.9	45.8	Yes	Yes
Gender									
Male	91	100.0	23.0	45.9	21.6	9.5	48.6		
Female	73	100.0	14.7	55.9	19.1	10.3	42.6		
Racial/Ethnic Group									
White	113	100.0	19.8	48.5	19.8	11.9	46.5	Yes	Yes
African-American	45	100.0	16.2	56.8	21.6	5.4	45.9	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	124	100.0	13.6	48.2	25.5	12.7	51.8		
Disabled	40	100.0	37.5	59.4	3.1	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	164	100.0	19.0	50.7	20.4	9.9	45.8		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	159	100.0	18.7	51.1	20.1	10.1	46.0		
Socio-Economic Status									
Subsidized meals	118	100.0	21.6	52.9	20.6	4.9	37.3	Yes	Yes
Full-pay meals	46	100.0	12.5	45.0	20.0	22.5	67.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	57	100.0	22.9	43.8	33.3	N/A	33.3
	Grade 4	57	100.0	32.7	53.8	13.5	N/A	13.5
	Grade 5	43	100.0	31.6	52.6	15.8	N/A	15.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	49	98.0	17.8	35.6	40.0	6.7	46.7
	Grade 4	58	98.3	17.0	56.6	22.6	3.8	26.4
	Grade 5	57	100.0	18.9	52.8	26.4	1.9	28.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	57	100.0	12.5	66.7	16.7	4.2	20.8
	Grade 4	57	100.0	21.2	61.5	11.5	5.8	17.3
	Grade 5	43	100.0	15.8	57.9	21.1	5.3	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	49	100.0	17.4	54.3	19.6	8.7	28.3
	Grade 4	58	100.0	18.5	44.4	24.1	13.0	37.0
	Grade 5	57	100.0	30.2	49.1	15.1	5.7	20.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 347)				
First graders who attended full-day kindergarten	89.3%	N/C	100.0%	100.0%
Retention rate	3.1%	Up from 2.2%	3.8%	2.7%
Attendance rate	95.3%	Down from 95.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	16.3%		5.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.3%		4.5%	3.5%
Eligible for gifted and talented	7.8%	Down from 8.9%	9.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.6%	Up from 13.3%	8.8%	8.2%
Older than usual for grade	1.7%	Down from 2.4%	1.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	56.7%	Up from 50.0%	46.9%	51.4%
Continuing contract teachers	90.0%	Up from 86.7%	87.1%	87.5%
Highly qualified teachers**	96.3%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	79.2%	Down from 81.8%	86.1%	86.7%
Teacher attendance rate	96.7%	Up from 92.7%	94.7%	94.9%
Average teacher salary	\$42,033	Up 3.4%	\$40,114	\$40,760
Prof. development days/teacher	19.3 days	Up from 12.1 days	13.3 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	N/R	N/R	17.8 to 1	18.9 to 1
Prime instructional time	90.8%	Up from 86.8%	89.9%	90.0%
Dollars spent per pupil*	\$8,862	Up 2.8%	\$6,140	\$6,044
Percent of expenditures for teacher salaries*	64.0%	Up from 63.3%	65.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	96.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Homeland Park Elementary School is a single-track, modified calendar Title 1 school located in the southern boundaries of Anderson, South Carolina. Homeland Park Elementary is celebrating 50 years as a school, having begun operation in the 1953-54 school year. Our school has served students on the modified calendar since the 1998-99 school year. Seventy-seven percent (77%) of the 357 students we serve in grades K-5 qualify for free-reduced lunch status. Our school has a transient rate of fifty-three (53%) percent due to a large number of parents living in rental property.

Homeland Park Mission Statement:

The mission of Homeland Park Elementary School, a learning center for all seasons and a safe, caring learning environment incorporating family, school, and community resources, is to provide and assure challenging quality educational experiences for all students to be lifelong learners in an ever-changing global society.

Our students have performed well academically. Our student attendance was ninety-six (96%) percent. Forty-eight of our third grade students (80%) were awarded bicycles due to passing scores on the Reading Portion of the PACT (Palmetto Achievement Challenge Test) 2003 test through the district grant program "Reading to Ride." One of our students was recognized as a Regional Science Fair Winner.

PACT test scores have steadily risen since 2000. Homeland Park Elementary School achieved the Adequate Yearly Progress (AYP) rating under No Child Left Behind (NCLB). Our school was also named as one of eight National Schools of Merit by the National Association of Year-Round Educators.

Our students, parents, and faculty contributed significantly to the following community fundraising campaigns: Over \$500 dollars to the March of Dimes 2003 Campaign of business partner Piedmont Natural Gas; \$1,941 United Way Campaign; 1,700 canned food items to Good Neighbor Cupboard, an Anderson food bank; \$3,600 toward our district's Relay for Life Campaign; and 50 cell phones to an area battered women's shelter. The Homeland Park faculty provided Christmas gifts for over 80 children in our school through our school Angel Tree project.

Mike Ruthsatz, Principal Nancy Hanley, S.I.C. Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	51	34
Percent satisfied with learning environment	100.0%	98.0%	85.3%
Percent satisfied with social and physical environment	100.0%	94.1%	94.1%
Percent satisfied with home-school relations	58.8%	100.0%	87.9%

*Only students at the highest elementary school grade level at this school and their parents were included.